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ABSTRACT

Presented in this teacher's guide for grades 10-12 are lesson plans and ideas for integrating music and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

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Project I - C - E INSTRUCTION - CURRICULUM - ENVIRONMENT

ED 079162

A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Music GRADE High School

Produced under Title III E.S.E.A.
PROJECT I-C-E
Serving Schools in CESA 3-8-9
1927 Main Street
Green Bay, Wisconsin 54301
(414) 432-4338
(after Dec. 1, 1972 - 468-7464)

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SE 016 550

INSTRUCTION - CURRICULUM - ENVIRONMENT

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PROGRAM FOR ENVIRONMENTAL EDUCATION

Music GRADE High School

itle III E.S.E.A.
in CESA 3-8-9

nsin 54301

972 - 468-7464)

Robert Warpinski, Director
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"MUSIC PREFACE"

Music as an art form best serves the purposes of ecology by developing in the students, ecology-related aesthetic values. The music program as a reinforcement of the concepts, theories, and practical applications taught in other subjects provides a further service to the cause of ecology.

The music teacher must have an awareness of, a desire to become involved in, and a realization of the urgency of ecological concerns. These lesson plans and episodes are suggested avenues to be explored. Further, our hope is that teachers avoid a contrived use of this guide, but, rather, let it stimulate thinking and serve as both a reference point, and a point of departure for music and classroom teachers.

For us, music is a vocation. For many, it is an avocation or non-polluting activity, depleting little or none of our natural resources while offering satisfaction for deeper human needs.

Music Teachers Committee
Project I-C-E

PREFACE

"Oikus" for house is the Greek origin of the term "ecology". Envir studies our house--whatever or wherever it may be. Like an umbrella, expand or contract to fit many ranges--natural and man-made. We can environments, our many "houses" if we omit rancor and cite long range complexities. Our "oikus" uses the insights of all subjects. Thus, multidisciplinary program like ours necessarily results. Also, since a long time, our program ranges K thru 12. The environment mirrors o values. These values have their origin in the "oikus" of our collecti minds. Let us become masters of our house by replacing the Greek ada with "Know thyself and thine house."

1. Written and designed by your fellow teachers, this guide is supple to fit appropriately into existing, logical course content.
2. Each page or episode offers suggestions. Knowing your students be to adapt or adopt. Limitless chances are here for your experimenta Many episodes are self contained, some open-minded, still others c developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no guide ha and no curriculum will work unless viewed in the context of your st
4. React to this guide with scratch ideas and notes on the episode pag
5. After using an episode, fill out the attached evaluation form in t duplicate, or request more of these forms. Send them singly or co We sincerely want your reactions or suggestions--negative and posit evaluations are the key in telling us "what works" and in aiding ou the guides.

TERMS AND ABBREVIATIONS

ICE RMC is Project ICE Resource Materials Center serving all public school districts in CESA 3, 8, and 9. Check the Project ICE Bibliogra resources. Our address and phone number is on this guide's cover. Fe or call us for any materials or help.

BAVI is Bureau of Audio Visual Instruction, 1327 University Avenue, Madison, Wisconsin 53701 (Phone: 608-262-1644).

Cognitive means a measurable mental skill, ability, or process based

Affective refers to student attitudes, values, and feelings.

PREFACE

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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT #1 - Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area Mus

Subject Marchin

Problem Orientation Sun

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: The students will perform the music in a manner acceptable to the director. Affective: The student will gain increased awareness of how music interprets our changing environment and can change our moods.	I. Student-Centered in class activity. Band arrangements will be selected by the instructor which will be identified with a particular season of the year. They will follow the sequence of the four seasons as they change with the position of the Sun. Formations may also be used to focus attention on the Sun and its effects on our Environment.
Skills to be Learned Playing skills Marching skills	II. Students write narration and present suggested program: 1. Opening - Lazy Old Sun Sunny (from concert formation) 2. Autumn Leaves - Autumn in N.Y. - September Song - Harvest Moon (suggested formations - Leaf - Moon Tree) 3. Winter - Winter Wonderland - White Christmas - Snow Bird (suggested formations - Christmas Tree - Sleigh)

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Discipline Area Music

Subject Marching Band - Halftime Show

Problem Orientation Sun & Season Grade H.S.

	SUGGESTED LEARNING EXPERIENCES	
ill nner r. ill of can	I. Student-Centered in class activity. Band arrangements will be selected by the instructor which will be identified with a particular season of the year. They will follow the sequence of the four seasons as they change with the position of the Sun. Formations may also be used to focus attention on the Sun and its effects on our Environment. II. Students write narration and present suggested program: 1. Opening - Lazy Old Sun Sunny (from concert formation) 2. Autumn Leaves - Autumn in N.Y. - September Song - Harvest Moon (suggested formations - Leaf - Moon Tree) 3. Winter - Winter Wonderland - White Christmas - Snow Bird (suggested formations - Christmas Tree - Sleigh)	II. Outside Resource and community Activities. A. Perform at high school game B. Perform at college game C. Perform for professional game

(cont.)

Resource and Reference Materials	Continued and Additional Suggeste
Publications: Band and Choral Guide Carl Fischer of Chic. 312 S. Wabash Ave. Chicago, Ill. 60604 Band Cumulator Sioux City Music Supply 316 Commerce Building Sioux City, Iowa 51101 The Show Band The Instrumentalist Company Audio-Visual Community:	II. (cont.) 4. Spring - April Showers - is Busting Out All Over Flower - Heart) 5. Summer - Yankee Doodle - 5. Summertime - Summertime Fishing Rod - Firecracker 6. Return to Opening Concert Opening music. Narration should compliment f attention on the sun's impact

ials	Continued and Additional Suggested Learning Experiences
	II. (cont.) 4. Spring - April Showers - April in June - June is Busting Out All Over (suggested formations - Flower - Heart) 5. Summer - Yankee Doodle - Lazy Bones - Good Old 5. Summertime - Summertime (suggested formations - Fishing Rod - Firecracker) 6. Return to Opening Concert Formation. Repeat Opening music. Narration should compliment formations and focus attention on the sun's impact and resulting seasons.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.	Discipline Area Mu Subject In Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI
Cognitive: The students will analyze in writing at least 3 ways room size and acoustical treatment affect musical performance. Affective: The student will show an awareness of the relationships between room size and accustics by selecting the room which is best suited to musical performance Skills to be learned 1. Tape-recording 2. Group discussion 3. Experimentation 4. Playing skills	I. Student-Centered in class activity A. Select a section in the band or chorus as an experimental group B. Have students perform a piece of music in the band or chorus room. C. Have students perform in the largest available practice room. D. Have that same group perform the same selection in the smallest room possible for them to fit into. E. Have the students play in the gym or auditorium as an exaggerated area. F. Use a tape recorder to record the music in each of the three rooms G. Have the students analyze the sound for quality, clarity and musical interpretation. H. Have a discussion regardi the students reactions to each experience 1. Discuss effect on quali of sound. (cont.)

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Discipline Area Music

Subject Instrumental & Vocal Music

Problem Orientation Carrying capacity Grade H.S.

TIVES	SUGGESTED LEARNING EXPERIENCES	
ents will at least d acous- fect e.	I. Student-Centered in class activity A. Select a section in the band or chorus as an experimental group B. Have students perform a piece of music in the band or chorus room. C. Have students perform in the largest available practice room. D. Have that same group perform the same selection in the smallest room possible for them to fit into. E. Have the students play in the gym or auditorium as an exaggerated area. F. Use a tape recorder to record the music in each of the three rooms G. Have the students analyze the sound for quality, clarity and musical interpretation. H. Have a discussion regarding the students reactions to each experience 1. Discuss effect on quality of sound. (cont.)	II. Outside Resource and Community Activities
udent will of the een room by which is ical		
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ion on s		

Resource and Reference Materials	Continued and Additional Suggested
Publications:	I. H. (cont.) 2. Discuss effect on intonation 3. Discuss effect on mental att performance: a. in the large area b. in the smaller area c. in the acoustically trea I. Relate the carrying capacity environment to the carrying natural environment. J. Students will write a report effect of acoustical treatme performance, using at lease
Audio-Visual Tape recorder Closed circuit TV	A. Experiment can be attempted of the band. B. Have students go to concerts school and report on the size group in relation to the size formance area 1. Could students hear solo 2. Was the group too loud f hall when passages were
Community: School concerts Civic concerts Dances (school & community)	C. Apply especially in solo-ens Single performances will be always suited to performances

ls	Continued and Additional Suggested Learning Experiences
	I. H. (cont.) 2. Discuss effect on intonation? 3. Discuss effect on mental attitude toward performance: a. in the large area b. in the smaller area c. in the acoustically treated facility I. Relate the carrying capacity of a musical environment to the carrying capacity of our natural environment. J. Students will write a report analyzing the effect of acoustical treatment on musical performance, using at lease 3 criteria. A. Experiment can be attempted with various sections of the band. B. Have students go to concerts outside of the school and report on the size and sound of the group in relation to the size of the performance area 1. Could students hear solo instruments? 2. Was the group too loud for the performance hall when passages were played? C. Apply especially in solo-ensemble preparation. Single performances will be in rooms not always suited to performances.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 4. An adequate supply of pure water is essential for life.

Discipline Area: Mu

Subject: Ma

Problem Orientation:

BEHAVORIAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: The students will perform the music and march in a manner acceptable to the director. Affective: The students will show an increased awareness of music as it interprets our need for a proper water supply. Skills to be Learned Playing skills Marching skills Performance skills.	I. Student-Centered in class activity A. Band music arrangements will be selected by instructor which will be identified with a particular effect of water on our everyday life. B. Suggested Program: 1. Opening (form Concert formation) Music: (suggested titles) The Water Is Wide - Wade In The Water 2. Move to formation symbolic of water as necessary for human consumption. Formation could be that of a drinking fountain (Flow of water could be activated by motion of students at top of drinking fountain giving impression of a flow of water from fountain) Music: Cool Water 3. Move to formation of boat, ship, etc. to emphasize water as a source of recreation. Music: Cruising Down the River - Down by the Riverside - Row, Row, Row Your Boat (cont.)

supply of pure water

life.

Discipline Area Music

Subject Marching Band

Problem Orientation Water Supply Grade H.S.

TIVES	SUGGESTED LEARNING EXPERIENCES	
ents will nd march ble to dents sed as it l for ly.	I. Student-Centered in class activity A. Band music arrangements will be selected by instructor which will be identified with a particular effect of water on our everyday life. B. Suggested Program: 1. Opening (form Concert formation) Music: (suggested titles) The Water Is Wide - Wade In The Water 2. Move to formation symbolic of water as necessary for human consumption. Formation could be that of a drinking fountain (Flow of water could be activated by motion of students at top of drinking fountain giving impression of a flow of water from fountain) Music: Cool Water 3. Move to formation of boat, ship, etc. to emphasize water as a source of recreation. Music: Cruising Down the River - Down by the Riverside - Row, Row, Row Your Boat (cont.)	II. Outside Resource and Community Activities A. Each student researches three song titles dealing with water B. Master list compiled on poster mounted in music room - dry-inked and colorful.
d		

Resource and Reference Materials	Continued and Additional Sugge
Publications: Carl Fischer of Chicago 312 S. Wabash Avenue Chicago, Ill. 60604 Pepper Master Reference Guide J.W.Pepper of Detroit 373 Minnesota Street Troy, Michigan 48084 Ward Brodt Music Company 315 N. Henry Street Madison, Wisconsin Audio-Visual: Community:	I. (cont.) 4. Move to formation of Un falling from "Heavens" Music: Raindrops Keep April Showers 5. Conclude by returning t Music: (Select titles obligation to respect w life; man's obligation resource.) The Water is Wide - Wad *Note to the instructor: It will be necessary to h accompany program. It is write the narration once formations have been deci

terials	Continued and Additional Suggested Learning Experiences
Guide	I. (cont.) 4. Move to formation of Umbrella (Emphasis on water falling from "Heavens" etc.) Music: Raindrops Keep Falling, etc. April Showers 5. Conclude by returning to a concert formation. Music: (Select titles to emphasize man's obligation to respect water as a necessity of life; man's obligation to keep it a natural resource.) The Water is Wide - Wade In the Water - Shenandoah *Note to the instructor: It will be necessary to have a narration to accompany program. It is suggested that students write the narration once the music to be used and formations have been decided upon.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food

Discipline Area: Music

Subject: Marching

Problem Orientation: Air

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPE
Cognitive: The students will perform the music in a manner acceptable to the director. Affective: The student will show an increased awareness of how music interprets our need for proper air supply. Skills to be learned Playing skills Marching skills Performance skills	I. Student-Centered in class activity A. Band music arrangements will be selected by the instructor which will be identified with a particular effect by the wind (air) on our everyday life. B. Suggested Program: 1. Opening - from concert formation at center of field Music - Blowing in the Wind Suggest some title quite popular, easily identified with air and wind. 2. Move into formation - to impress the oxygen in the air and its impact a. suggested formations (1) Oil Lamp (2) Candle (Formation to impress the need for oxygen - flame could fade out as narrations describe the reduction of oxygen and its effect on the flame. (cont.)

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Discipline Area Music

Subject Marching Band

Problem Orientation Air Grade H.S.

IVES	SUGGESTED LEARNING EXPERIENCES	
nts will a the nt will reness ts our upply.	I. Student-Centered in class activity A. Band music arrangements will be selected by the instructor which will be identified with a particular effect by the wind (air) on our everyday life. B. Suggested Program: 1. Opening - from concert formation at center of field Music - Blowing in the Wind Suggest some title quite popular, easily identified with air and wind. 2. Move into formation - to impress the oxygen in the air and its impact a. suggested formations (1) Oil Lamp (2) Candle (Formation to impress the need for oxygen - flame could fade out as narrations describe the reduction of oxygen and its effect on the flame. (cont.)	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Suggested Lear
Publications: Band and Choral Guide Carl Fischer of Chicago Band Cumulator Sioux City Music Supply 316 Commerce Building Sioux City, Iowa The Show Band The Instrumentalist Company Evanston, Illinois Audio-Visual: Community;	3. Formation of sailboat or windmill Suggested music - Sailing, Sailing Stormy Weather In An Old Dutch G Impress that wind is a force or is force of energy 4. Formation of Kite Parachute Suggested Music - Drifting and Drea Lets Go Fly a Kit Impress that wind (air) has density 5. Conclude with concert formation Suggested Music - Wayward Wind To bring program to conclusion

Continued and Additional Suggested Learning Experiences

3. Formation of sailboat or windmill
   Suggested music - Sailing, Sailing
   Stormy Weather
   In An Old Dutch Garden
   Impress that wind is a force or is utilized as a force of energy

4. Formation of Kite
   Parachute
   Suggested Music - Drifting and Dreaming
   Lets Go Fly a Kite
   Impress that wind (air) has density

5. Conclude with concert formation
   Suggested Music - Wayward Wind
   To bring program to conclusion

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

C 7. Factors such as facilitating transportation. economic conditions, populations growth, and increased leisure time have a great influence on chances in land use and centers of population density.

Discipline Area Musi

Subject Band

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNIN
Cognitive: Students will orally report and/or illustrate through their choice of media, at least 10 changes in the bard or choral program and the reason for these changes. Affective: Students will acknowledge through research the varying influence and interaction that the band or chorus has made with the community by discussion and class presentation of this research. Skills to be Learned Research Reporting Accumulating data	I. Student-Centered in class Activity A. Students research annuals, past newspapers, recordings old programs, films, video tapes. B. Students interview alumni, faculty, retired faculty, members of the community for the purpose of developing the history of the band or chorus. C. Areas to be considered: 1. Changes in school curriculum effects 2. Urban-Rural impact 3. Economic factors a. Student employment b. Community, social economic status 4. Population changes

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Discipline Area Music

Subject Band or Chorus

Problem Orientation Influence For Change Grade H.S.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class Activity
   A. Students research annuals, past newspapers, recordings, old programs, films, video tapes.
   B. Students interview alumni, faculty, retired faculty, members of the community for the purpose of developing the history of the band or chorus.
   C. Areas to be considered:
      1. Changes in school curriculum effects
      2. Urban-Rural impact
      3. Economic factors
         a. Student employment
         b. Community, social economic status
      4. Population changes

II. Outside Resource and Community Activities
   A. Community interviews
   B. Alumni interviews
   C. Past directors interviews
   D. Administrators & past administrators

Resource and Reference Materials	Continued and Additional Suggested Le
Publications: School Annuals Local newspapers School newspapers Past concert programs Audio-Visual: Tape recordings Video tapes Films Community: General public Interviews	

Le aterials	Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

Discipline Area Music

Subject Band or Cho

Problem Orientation Values

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPE	
Cognitive: Students will perform specific music of a concert at a competency level set by the director. Affective: Students should increase their awareness of the beauties of our environment through performance of this music. Skills to be Learned Playing skills Listening skills	I. Student-Centered in class activity A. The band or chorus will perform a concert dealing with the environment and/ or environmental problems B. Suggested list for Band 1. Wade In the Water, Arr. Edmundds 2. This is My Country Jacobs/Ades 3. Canyon Sunrise Gray 4. Night Wind Thielman 5. Rocky Mountain Suite Gordon 6. Salute to America Kinyon 7. The Falling Leaves Benson 8. Tall Cedars Osterling 9. Green Leaves of Summer Tiamkin/Herfeurth 10. America Polster	II. Ou Co A. B. C. D.

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Discipline Area Music

Subject Band or Chorus

Problem Orientation Values Grade H.S.

VES	SUGGESTED LEARNING EXPERIENCES	
ll uld ss sic.	I. Student-Centered in class activity A. The band or chorus will perform a concert dealing with the environment and/or environmental problems B. Suggested list for Band 1. Wade In the Water, Arr. Edmundds 2. This is My Country Jacobs/Ades 3. Canyon Sunrise Gray 4. Night Wind Thielman 5. Rocky Mountain Suite Gordon 6. Salute to America Kinyon 7. The Falling Leaves Benson 8. Tall Cedars Osterling 9. Green Leaves of Summer Tiamkin/Herfeurth 10. America Polster	II. Outside Resource and Community Activities A. Concert presented to public B. TV performance C. Radio performance D. School assembly

Resource and Reference Materials	Continued and Additional Suggested Learning
Publications: Carl Fischer of Chicago, Catalog 312 S. Wabash Ave. Chicago, Ill. 60604 Maleeki Music Inc. Catalog 2040 Division Ave. S. Grand Rapids, Mich. 49507 Schmitt Music Catalog 89 S. 10th St. Minneapolis, Minn. 55403 Sioux City Music Supply Catalog 316 Commerce Building Sioux City, Iowa 51101 J.W. Pepper of Detroit Catalog 373 Minnesota St. Troy, Mich. 48084 Audio-Visual: Community:	(Con't from I.) C. Suggested list for Chorus 1. Flower of Beauty Clements 2. I Heard a Forest Praying DeRose 3. To Spring J.S. Bach/Gordon 4. Ah, Lovely Springtime Hassler-Knight 5. Green Fields Gilkysen-Dehr-Miller-Hayward 6. Roots and Leaves Williams 7. Loveliest of Tree Mechem 8. Springtime Hindemith 9. Seaweed Bright 10. America the Beautiful Peery D. Appropriate program notes are written by to impress upon the audience the necessi preserve our resources E. Student written narration

rials	Continued and Additional Suggested Learning Experiences
talog	(Con't from I.) C. Suggested list for Chorus 1. Flower of Beauty Clements 2. I Heard a Forest Praying DeRose 3. To Spring J.S. Bach/Gordon 4. Ah, Lovely Springtime Hassler-Knight
alog	5. Green Fields Gilkysen-Dehr-Miller-Hayward 6. Roots and Leaves Williams
log	7. Loveliest of Tree Mechem 8. Springtime Hindemith 9. Seaweed Bright 10. America the Beautiful Peery D. Appropriate program notes are written by the students to impress upon the audience the necessity to preserve our resources E. Student written narration

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

12. Private ownership must be regarded as a stewardship and should not encroach upon or violate the individual right of others.

Discipline Area Music

Subject Band & C

Problem Orientation Stewa

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EX
Cognitive: Students by listing four characters of uniform care will demonstrate a knowledge of caring for said uniforms. Affective: The student will show and demonstrate through live presentation his knowledge of stewardship and how it relates to the band or chorus.	I. Student-Centered in class activity A. Have a student with band uniform research the use of the uniform by: 1. Checking past inventory and rental forms 2. Asking other members of band who used uniform 3. Contacting past students parents who made alterations B. Make a judgment on the wear and care of uniform in its present state. C. Have students make oral recommendations to other band students in regard to the stewardship rights and how not to violate them. D. Characteristics of uniform care: 1. Proper hanging 2. Proper condition (Con't)
Skills to be Learned Interviewing Research Judgment making Public speaking	II.

ate ownership must be

as a stewardship and should

ach upon or violate the

l right of others.

Discipline Area Music

Subject Band & Chorus

Problem Orientation Stewardship Grade H.S.

RAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
Students by haracters e will demon- edge of caring rms. e student demonstrate resentation of steward- t relates to horus.	I. Student-Centered in class activity A. Have a student with band uniform research the use of the uniform by: 1. Checking past inventory and rental forms 2. Asking other members of band who used uniform 3. Contacting past students parents who made alterations B. Make a judgment on the wear and care of uniform in its present state. C. Have students make oral recommendations to other band students in regard to the stewardship rights and how not to violate them. D. Characteristics of uniform care: 1. Proper hanging 2. Proper condition (Con't)	II. Outside Resource and Community Activities A. High school students B. Parents C. Teachers (past music)
earned		
ng ng		

Resource and Reference Materials	Continued and Additional Suggested Learning Exper
Publications:	(Con't from I. D.) 1. All buttons on 2. No tears-seams 3. Proper cleaning and pressing 4. Proper maintenance of all accessories E. Other areas which are applicable: 1. Music care 2. Care of instrument 3. Care of basic room furniture
Audio-Visual:	
Community:	

terials	Continued and Additional Suggested Learning Experiences
	(Con't from I. D.) 1. All buttons on 2. No tears-seams 3. Proper cleaning and pressing 4. Proper maintenance of all accessories E. Other areas which are applicable: 1. Music care 2. Care of instrument 3. Care of basic room furniture

PROJECT I-C-E Episode Evaluation Form (Reproduce or duplica

Please fill in:
Subject: _____

Grade: _____

Concept No. Used: _____

In commenting on each episode used in your
form. Feel free to adapt it and add more pag
your critiques and comments - negative and po
hand column, please rate (poor, good, excelle
make specific comments or suggestions if poss
vided to help us make this a more usable guid

Poor	Good	Exc.	
			I. Behavioral Objectives A. Cognitive:
			B. Affective:
			II. Skills Developed
			III. Suggested Learning Experiences A. In Class:
			B. Outside & Community Activities:
			IV. Suggested Resource & Reference Materials (specific suggestions & comments)

Serving S

PROJECT I-C-E Episode Evaluation Form (Reproduce or duplicate as needed)

n: _____

_____

ed: _____

In commenting on each episode used in your class, please use this form. Feel free to adapt it and add more pages. Let us know all your critiques and comments - negative and positive. In the left-hand column, please rate (poor, good, excellent) each item. Also, make specific comments or suggestions if possible in the space provided to help us make this a more usable guide. Thank you.

tc.

I. Behavioral Objectives
A. Cognitive:

B. Affective:

II. Skills Developed

III. Suggested Learning Experiences
A. In Class:

B. Outside & Community Activities:

IV. Suggested Resource & Reference Materials
(specific suggestions & comments)

Project I-C-E
Serving Schools in CESA 3-8-9
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